

ETERNAL (English Teaching Journal)<http://journal.upgris.ac.id/index.php/eternal/index>

Volume 10, No. 2, August 2019

ISSN: 2086-5473 (Print); ISSN: 2614-1639 (Online)

An Analysis of Conjunctive Relations Found on Oprah Winfrey's Speech at Spelman University¹Tutut Setyaningrum, ²Dias Andris Susanto¹²Universitas PGRI Semarangtututinwork@gmail.com

Abstract. This study is focused on the *Conjunctive Relations* found in Oprah Winfrey's speech. In this case, conjunctive relations were analyzed through how Oprah Winfrey realized them. The objectives of this study were (1) to find out types of conjunctive relations found on Oprah Winfrey's speech (2) to find out the dominant type of conjunctive relations found on Oprah Winfrey's speech and what is that mean. To reach those two objectives, the writer used both Halliday and J. R. Martin's theory. There are two categories of conjunction namely external and internal conjunction. Later on, those two categories classified themselves into four types of relations namely additive relation, adversative relation, causal relation, and temporal relation. This study used qualitative design because it is framed in terms of using words instead of numbers. The result showed that there were 106 clauses with conjunctions in Oprah's speech. The internal conjunction found were about 52 clauses, while the external conjunction found were about 16 clauses. Both external and internal conjunction was dominated by the causal relation. The causal relation indicated that Oprah Winfrey used a lot of reasoning because causal relations made her able to convince the audience to believe with her statements. Furthermore, causal relation made her speech seems natural, influential, and emotionally convincing to the hearer.

Keywords: *conjunctive relations, internal conjunction, external conjunction, Oprah Winfrey.*

1. Introduction

Words can pull the listeners to agree with what does the user tries to convey. A proverb mentions that if you wise to know the mind of a man, you have to listen to his words. Susanto, D.A (2016) also mentions that a man should have a choice of words to know the effects on the listener. It indicates that words are the influential tool used before mankind to convince the listener to trust him. It also helps a man building confidence in a social aspect. Words are expected to unite mankind, expected to respect diversity, and supposed to preach humanity for a peaceful life. Words could be revealed in two ways, written and spoken. Words that are written with structural meaning are

namely text. And words that were spoken in public with certain purposes are namely speech.

Speech is a familiar feature of daily life that people never pause to define. An outdated book written by Edward Sapir (1921) defined speech as an uttered communication that people has an instinct when expresses their feeling. It seems so natural like a man who walks. Speech without meaning is pointless. As meaningless as a child who's learning to speak, because a child who's learning to speak will reveal sounds like "ah, boo, eh". The sounds were undefined. It was hard to define the words without giving attention to their body movement. Therefore in the latter function, words are brought by

mankind with their culture, original body movement, and social aspect to play in the community. Thus, speech can be defined as speech when it is successfully effected the hearer's auditory perceptions that are translated into the appropriate and intended flow of imagery or thought or both combined. In other words, the speaker must strongly convince the hearer to assure that the hearer understands what the speaker wants to grant.

The speech was done by Oprah Winfrey in graduation ceremony commencement at Spelman University in 2012. To get the public impression, Oprah emphasized the speech about dream and profession. Later on, the speech becomes the best motivational speech that has been spread through the internet. It's because she was successfully spoken the statements that any students wanted to hear before their graduation. The opening of the speech begun with a rhetoric question such as *"Who am I?"* a question that everybody has in mind when they graduated from college. When Oprah said *"I don't want to just be successful in the world. I don't wise to only make a mark or a legacy"* is what hit the students' realization. Thenceforth, Oprah offered the answer with *"I want to fulfill the highest, truest expression of myself as a human being"*. She used the first-person point of view is what made her speech so much credible. Oprah was able to do that because she tends to play with the discourses that are indicating implementations than just thoughts or opinions.

The discourse that indicates was analyzed through conjunctive relations. The use of conjunctive relations analysis could reveal the implementations that the speaker wished to convey. There are four relations in conjunction namely additive relation, adversative relation, temporal relation, and causal relation. First, additive relation is there for adding or combining two statements, and events in speech. The conjunction used in additive relation is

either *"and, besides, either"*. Second, the adversative relation is there for comparing each statement or event in speech. The conjunction used in adversative relation is either *"similarly, rather, by contrast"*. Third, temporal relation is there for ordering statement or event, the conjunction used in temporal relation is either *"once, then, first,"*. Lastly, a causal relation is for explaining the statement or event in speech. Such as explaining why, what, and how the statements or the events are happening. The conjunction used in causal relation is usually either *"needless to say, nevertheless, and anyway."*

This study focused on unfolding the speech discourse of Oprah Winfrey in the graduation commencement ceremony at Spelman University in October 2012. This study adopted a qualitative descriptive design. Based on the perspective of conjunctive relations in the study of discourse and grammar, this study purposed to find out how conjunctive relations were realized in Oprah Winfrey's speech. And also, to find out which relation was dominated the speech, and what did that means.

The Concept of Cohesion

A concept of cohesion as a semantic unit refers to relations of meaning that exist within the text and defining it as a text. Cohesion also occurs where the interpretation of some elements in the discourse is dependent on one another. In which a single word of sentence presupposes the other, in the sense that it cannot be effectively decoded or united except by recourse to it (Halliday and Hasan 1967:5). The cohesion is set up when the elements between the presupposing and the presupposed related potentially connected into a text. In other words, cohesion is when independency and dependency of the text exist to make a text (Martin and Rose 2007:115). The example is given in sentence bellow:

Cohesion is expressed through the strata organization of elements as markers called

cohesive devices. Halliday and Hasan (1976) Baker (1992) classify cohesive devices in five types; reference, substitution, ellipsis, conjunction, and lexical cohesion.

1) References

It is a relationship that holds between two linguistic expressions. As in [1:1] the word "them" refer to "six cooking apples". Reference happens when the reader has to define the identity of what is talking. It is about referring to another expression in the immediate context.

2) Substitution and Ellipsis

Substitution and ellipsis are the simplest terms that occur within the text: substitution is the replacement of one item for another, and an ellipsis is an omission from the item. Necessarily, the two were the same process. Ellipsis can be interpreted as that form of substitution in which the item was replaced by nothing. *Do you think Linda knows? – I think everybody does.* The word 'does' is the substitute or ellipsis of the word "knows" instead of using the same repetition.

3) Lexical Cohesion

Lexical cohesion referring to the imitation of the selection from the vocabulary in organizing elements within a text. Halliday and Hassan (2011) arguing that lexical cohesion is either can be established through the structure of lexis or throughout the vocabulary. Lexical cohesion explained the reiteration and collocation. Also, lexical cohesion involves the characteristics and features of words from the group among the cohesion.

| |
|--|
| [1:1] <u>slice the tofu and input them in the bowled soup.</u> |
| The presupposing The presupposed |

4) Conjunction

Halliday and Hasan (1967) stated that the conjunction is rather different from other cohesive devices. Also, the

elements of conjunctive are cohesive not inside themselves but indirectly themselves. The elements are not primarily inside the sentences but they express certain meanings that connecting the other components in the discourse. In the example of *you can't see it but everyone else can.* (Lang Lev – Angels, 2016). The word 'but' is a conjunction in which not tied in the whole sentence but indirectly. If 'but' was not exist, it will make two different clauses and different meanings. It also happens when [1:3] is being spoken, "but" is being stressed than the other clauses, it means 'but' give the power in reverse of 'everyone else can see it' which it is establish the link between sentences.

Logic of Discourse

Conjunction happens as an interconnection between process – adding, comparing, sequencing, or explaining. Those are the logical meaning that linked the activities between messages and sequences. Martin & Rose (2007:115) stated that a conjunctive relation divided into external and internal conjunctions. External conjunction describes conjunctions that are used to relate activities, as they construe a field beyond the text. Internal conjunction describes conjunctions that are used to organize texts; as this organization is internal to the text. And there also continuative that describes an additional small set of conjunctive resources.

Martin (2007:116) cited in Halliday and Matthiessen (2004) treat conjunction as a grammatical resource for linking one clause to the next, the perspective he takes that conjunction as a set of meanings that organize activity sequences on the one hand, and text on the other. In which Martin (2007) tries to introduce conjunctive as a set of meanings that organize activity and arguments. But, there are things need to outline before analyzing the conjunctive relation:

1) Paratactic

Paratactic is an independent clause meeting each other. An equal dependency relation between two independent clauses, paratactic (from Greek Para 'beside' and taxis 'arrange') a conjunction uses in paratactic usually *and*, and *then*: for example "*I went off to the school, And I was sitting in the classroom*" The word clause begin with 'and' can stand independently. In which two clauses also cannot be reversed without reversing its logical meaning.

2) Hypotactic

Hypotactic is which independent clause meet the dependent clause. To make the whole sentence is not equal to each other. For example "*I was told that I was lying when I answered the question*" The clause when I answered the questions cannot stand alone until it has an independent clause that explains the sentence.

3) Continuative

Both paratactic and hypotactic are the example of the whole sentence in which conjunction is needed. However, between independent and dependent clause there also exist continuative where the conjunction is placed inside a sentence, not as a link, but a sentence. For example, "*We even spoke about marriage*". The word 'even' placed in after 'we' is essential as the unexpected things that the writer wants to say. If 'even' was placed before 'we' it will also change its meaning as something not unexpected to the writer or it needs independence as in hypotactic.

Types of Conjunction Relation

1) Internal Conjunction

Riyadi (2009) stated that Internal Conjunction is concerned with adding arguments. Where the texts adding sequence uses arguments to support the following statements. Internal conjunction also commonly exists in argumentation genre texts; discussion, exposition, and so on. Internal

conjunction also classified into four main types of conjunctive relation; addition, adversative, temporal, causal. For example, was text below:

Table of Internal Conjunction

| | | | |
|-------------|--------------|--------------|---|
| Additive | Developing | Additive | <i>furthermore, moreover, in addition, etc</i> |
| | | Alternative | <i>or, alternatively</i> |
| | Staging | Framing | <i>now, well, alright, okay</i> |
| | | sidetracking | |
| Adversative | Similar | Compare | <i>anyway, anyhow, by the way</i> |
| | | Rework | <i>similarly, again</i> |
| | | Adjust | <i>that is, i.e., for example, for instance, e.g. in general, in particular, in short</i> |
| | Different | Contrast | <i>in fact, indeed, at least</i> |
| | | Retract | <i>rather, by contrast</i> |
| | | More than | <i>on the other hand, conversely</i> |
| Temporal | Successive | Ordering | <i>first, second, third...</i> |
| | | Terminating | <i>finally, lastly</i> |
| | Simultaneous | Adjacent | <i>at the same time</i> |
| | | Interrupted | <i>Still</i> |
| Causal | Concluding | Conclude | <i>thus, hence, accordingly, in conclusion...</i> |
| | | Justify | <i>after all</i> |
| | Countering | Dismiss | <i>anyway, in any case, anyhow, at any rate,</i> |
| | | Concede | <i>admittedly, of course, needless to say</i> |
| | | Unexpected | <i>Nevertheless, nonetheless, still</i> |
| | | | |

Graham Bell invented the telephone which makes communication became easier. First, above all, communication became much easier and faster with the use of mobile phones. Meanwhile, letters take weeks to reach the addressee, (hence) you can just call someone in a second with a mobile phone. (Michael; 2009)

From the example above, the sequence after conjunction adding arguments in which as the supporting sentences of the first paragraph on why Graham Bell invented the telephone and for what purposes. In analyzing conjunction, it takes clause by clause because conjunction exists as the interconnection. The last conjunction

implicitly exists to support the first argument that said 'communication is much easier' and it's expected, 'means' type of conjunction. Then, even though the conjunction 'meanwhile' can describe time (as in temporal) but in that case, it rather described the opposite comparison of 'mobile phones can be faster' so it's used adversative relation instead. The analysis is analyzed by clause by clause. The table below will explain which types of internal conjunction are:

2) External Conjunction

External conjunction is concerned with logically organizing afield as sequences of activities (Martin 2003:122). Where a text adding activities in sequences after or before conjunction as the interconnection. Riyadi (2009) stated that external conjunction usually happens in a recount text or argumentative text. For example in recount text below:

A year ago, I went to Borobudur with my family. And we were going there on our bus. Then, my father offers me to driving the bus.

After conjunction 'and' 'then' it adding activities in which the writer went to Borobudur with his family. The conjunction 'and' classified as additive add conjunction and the conjunction 'then' classified as additive alternative conjunction.

2. Method

This study uses descriptive qualitative as the study design. Susanto, D.A (2016) assumes that a Qualitative study is a study method that was developed in social sciences to enable writers to study social and cultural phenomena. It uses analysis techniques to examine issues case by case, to convince that the nature of the problem will vary with the nature of others. While Leedy & Ormrod (2016:136) claims a descriptive study refers to a study that describes a phenomenon or else a group

under study. It is intended to know what happens in some situations. The qualitative study uses qualitative data such as observation and participant observation (fieldwork), documents and texts. In this study, the focus was to find the conjunctive relation of Oprah Winfrey's speech at Spelman University during the graduation ceremony. Emphasized in the clauses and

| Table of External Conjunction | | | |
|-------------------------------|--------------|------------|--------------------------------------|
| Additive | Additive | Add | and, besides, both... and |
| | Alternative | | or, either...or, if not, then |
| Adversative | Similar | Compare | like, as if |
| | Different | More than | even |
| | | Opposite | whereas, while |
| | | Excepting | instead of, in place of, rather than |
| Temporal | Successive | Replacing | except that, other than, apart of |
| | | Sometime | after, since, now that, before... |
| | | Immediate | once, as soon as, until |
| | Simultaneous | Adjacent | as while, when |
| Causal | | | |
| Cause | Cause | Cause | because |
| | | Effect | so (that), therefore, |
| Concessive | Concessive | | although, even though, but, however |
| | | | |
| Means | | Expectant | by, thus |
| | | Concessive | even by, but |
| Purpose | Desire | Expectant | so that, in order to, in ace |
| | | Concessive | even so, without |
| Condition | Open | | lest for fear of |
| | | | |
| Closed | Closed | Expectant | if, then, provided that, as long as |
| | | Concessive | even if, even, then unless |

it's constituents and how conjunctive relation can be realized it's intention to the hearer.

Object of study

The data of this study are collected from Oprah Winfrey's transcript speech at Spelman University in 2012. The speech contains many kinds of conjunctive relation

and is sufficient to obtain the data. In this study, the writer analyzes the conjunctive relation using Halliday and J. R. Martin's method and drawing the reticulum analysis where each conjunction relates to activities and arguments.

Role of the writer

According to Creswell (2014:43), the writer's role is to manage the study. It means that the writer can decide to study narrative study, phenomenological study, grounded theory, ethnography or case study. In this case study, the writer acts as a data collector and analyst. The writer collected the data which are the speech transcripts from the internet. The writer will perform all the study activities from planning to report the result. The writer also uses logic and interpretative abilities as a basic analysis that allows a systematic study of conjunctive relation in discourse analysis.

Method of Data Collection

In this study, observation is conducted by the writer to collect the data source. According to Kothari (quoted in Kurniani, 2017), some methods of qualitative study used to collect the data are like questionnaires, depth interviews, and observation. Observation analysis includes documentary materials such as magazines, newspapers, article or books. Beside, spoken discourse is also possible to be analyzed such as speech even it is usually transcribed into the written form. The observation method as claimed by Arikunto (2010) includes focusing attention on an object using sense also applied in this study. The contents analyzed in this study are the speech transcripts taken from the internet.

Method of Data Analysis

The data analysis is according to the conceptual framework which is presented as the basis to find the type of conjunctive relation. There are five steps in analyzing the data. Collecting data which are the transcripts of Oprah Winfrey's speech at Spelman University in 2012 is the first step in data analysis.

Parting the transcripts into clauses is the second step. When parting the transcripts into clauses, the writer deletes certain parts of the data. According to Miles & Huberman (1994), what is done by the writer in this step is called data reduction. Miles & Huberman explained that data reduction is possibly done when analyzing data as long as it does not cause significant loss of the information.

Identifying the process using conjunctive relation analysis is the third step. This step is the core since its result is what does the writer uses to draw an inference. After identifying the process, the fourth step is presenting the data. Presenting the data is also called a data display. In this case, the writer presents the data in tables. "Displays are used at all stages since they enable data to be organized and summarized, they show what stage the analysis has reached and they are the basis for further analysis" (Miles & Huberman 1994:6).

There are four main paragraphs that Oprah Winfrey offered in her speech. The first main paragraph stated with conjunctive relation of temporal uses sequence to point out the hearer directly. The second paragraph used the additional frame of what she conveys in further arguments. The third paragraph was after effect of the arguments that she had convey with adversative relation she drawn the line whether there are pros and contra in her arguments. The last paragraph was linked back to the first paragraph.

Concluding is the last step of data analysis. This is the result of the data analysis described in words. This is what answers the study problem. Miles & Huberman (1994) states "they are not finalized until all the data are in, and have been analyzed."

3. Findings and Discussion

There are two findings in this chapter. The first one is how conjunctive relations were realized by Oprah Winfrey which was divided into two tables data. The first is

how conjunctive relation in external conjunction was realized. The second is how conjunctive relation in external conjunction was realized in Oprah Winfrey's speech. And the last one is what conjunctive relation most dominated in Oprah Winfrey's speech and what does it means.

Conjunctive Relations found on Oprah Winfrey's Speech

By analyzing the data, the writer divided the transcript of Oprah Winfrey's speech into 101 clauses. According to the amount of the process, there were 68 conjunctions explicit and implicitly found in Oprah Winfrey's speech. According to the amount of the conjunction type, the internal process type of conjunction was mostly found. Below is the data of each conjunction types found in tables

| Table 1 External Conjunction Found | | | | |
|------------------------------------|-----------------|------------|---------|--|
| CONJUNCTIVE RELATION | | Σ | EXAMPLE | |
| Additive Relation | Additive | Add | 4 | <i>Who am I and what do I want?</i> |
| | Alternative | | 2 | <i>(and) who am I really?</i> |
| Temporal Relation | Successive | Sometime | 1 | <i>(after that) let excellent be your brand</i> |
| | | Immediate | 2 | <i>All of you living here (once)</i> |
| | Causal Relation | | | |
| Cause | Cause | Cause | 1 | <i>Because every experience encounter mistakes</i> |
| Means | | Expectant | 2 | <i>People who are not accustomed to your success</i> |
| | | Concessive | 1 | <i>(even so) You have to have a direction</i> |
| Purpose | Desire | Expectant | 1 | <i>In which you choose to go</i> |
| General | Emphatic | | 1 | <i>Because you are reflecting something to them</i> |
| Condition | Open | Concessive | 1 | <i>Even if you don't know the plan</i> |
| TOTAL | | | 16 | |

Based on the data above, the total external conjunction found in Oprah Winfrey's speech was 16. The external conjunction was dominated by causal relation, the second was dominated by additive relation. The causal relation explained the cause and effect of some

events that Oprah invented in her speech. As of example where Oprah said, *"Even if you don't know the plan, you have to have a direction in which you choose to go."* There are three clauses in those sentences. The said sentences were pointed directly to the audience so it is categorized as external conjunction because it is explaining the event of their future in the sentence *in which I choose (verb I) to go*. The first clause of *"even if though you don't know the plan"* was related to the previous clause that made it causal relation an opening condition of concessive with conjunction marked by "even if" also can be replaced with the conjunction "although".

| Table 2 Internal Conjunction Found | | | | |
|------------------------------------|--------------|-------------|---|---|
| CONJUNCTIVE RELATION | | | Σ | EXAMPLE |
| Additive Relation | Developing | Additive | 4 | <i>And if you surround yourself with people</i> |
| | | Alternative | 2 | <i>And what I know for sure is</i> |
| | Staging | Framing | 4 | <i>(well) Being able to answer that question</i> |
| Adversative Relation | Similar | Compare | 1 | <i>What is your true calling?</i> |
| | | Rework | 1 | <i>(similarly) you must have</i> |
| | | Adjust | 5 | <i>The answer to that question for me is</i> |
| | Different | Contrast | 3 | <i>The truth is all of that will fade in time.</i> |
| | | Retract | 2 | <i>(rather) people who want the best for you</i> |
| Temporal Relation | Successive | Ordering | 4 | <i>First and foremost</i> |
| | | Termination | 2 | <i>(thus) the real truth is that</i> |
| | Simultaneous | Interrupted | 1 | <i>Marthin Luther King said that</i> |
| | | sequential | 1 | <i>And then figure out what is the next right move</i> |
| Causal Relation | Summary | | 1 | <i>So my greatest advice to you</i> |
| | Concluding | Conclude | 2 | <i>(thus) what has created the brand</i> |
| | | Justify | 2 | <i>(after all) we think being known to bring us value</i> |
| | Cause | Cause | 1 | <i>Because if you're not life will drive you</i> |
| | | Result | 3 | <i>They become fearful they become scared (arizing out of this)</i> |
| | Countering | Dismiss | 2 | <i>When you shift the paradigm of whatever it is</i> |
| | TOTAL | Concede | 9 | <i>You choose to do the service</i> |
| Unexpected | | 2 | <i>There's a price that comes with that</i> | |
| TOTAL | | | 52 | |

The second most dominated relation in external conjunction was additive relation. The additive was existed to connect an event. In Oprah Winfrey's case, she emphasized the additive conjunction to rephrase what she had said.

The total of internal conjunction found on Oprah Winfrey's speech was 52 conjunctions which were higher than the external conjunction where it was only 16 conjunctions. The adversative relation and causal relation were likely dominating the internal conjunction type. Adversative relation in internal conjunction was existed to compare each statement or arguments similarly and differently to what is Oprah offered.

The Dominant Relations Found and What does That Means.

| No | Types of Conjunctive Relation | Frequency | Percentage |
|-----------|-------------------------------|-----------|------------|
| 1 | Additive | 16 | 23,52% |
| 2 | Adversative | 12 | 17,64% |
| 3 | Temporal | 12 | 17,64% |
| 4 | Causal | 28 | 41,17% |
| SUM TOTAL | | 68 | 100% |

Based on the data above, causal relation has dominated the speech with a total amount of 41,17% out of 100%. The second most dominated relation was additive with the amount of 23,52%. And then both temporal relation and adversative relation have the same amount as 17,64%. Causal relation became the most dominated speech because first, it occurs initially. Second, it was an expression of the speaker's attitude to the evaluation of what she is saying. As in Oprah Winfrey's case, she did the speech at Spelman University for the graduating ceremony. She initially made the preparation (carefully) of what she was going to utter, and what best topic she can provide for the hearer.

Causal relations played the most roles in Oprah Winfrey's speech. When Oprah presenting her argument and statement, she showed the purpose, the reason, and linked

it to higher values. She shown the inevitable linkage between what happening first and what happening next. Here are the examples of the causal relation in both external and internal conjunctions:

[external conjunction – causal relation > purpose > expectant] >> *You have to have a direction in which you choose to go.*

In the example above, Oprah directly said “you” which is pointed to the hearer. Thus what made it as external conjunction for a purposive statement.

[internal – causal – countering – concede] - *You want to be in the driver's seat of your own life.*

After that, the audience did not expect what Oprah had said. The word “want” made the statement turned to an argumentative statement. Instead of saying “need” (external) she insisted to use the word “want” (internal). When the word *want* is replaced with the word *need*, it becomes a demanding statement (external) in which Oprah demands the audience that they should be a driver. However, Oprah chose the word “want” like she is acknowledging that the hearer's hopes are the same was her. “(needless to say) *you need to be in the driver's seat of your own life.*” In other words, she did know that everybody wanted to be the driver of their own life or the main character of their own life. Hence, she didn't choose the word “need” because everybody *does* want it. Lastly, the fact that the hearer themselves were graduated students, they fairly able to relate to what Oprah uttered. They may think about what kinds of life they will have. Thus kind of irony was generally spoken in students' minds after they are graduating. In conclusion, Oprah was successfully speaking their minds. She was also able to explain and predict what will happen. It was shown by the dominant relation she is used which is causal relation. And she was able to appear being rational to the hearer. Hence, when the hearer reassured that Oprah's speech was indeed

reasonable, the hearer trusts it than it otherwise does.

4. Conclusion

In conclusion, based on the research finding, the writer concluded the section into two sections. First is to find out the conjunctive relations found on Oprah Winfrey's speech. Second is to find out the dominant conjunctive relations on Oprah Winfrey's speech and what the meaning is. According to Martin and Rose, there are two types of conjunctions namely internal and external conjunctions. In the research finding, there are 16 conjunctions found in external conjunctions. While there are 52 conjunctions found in internal conjunctions. Both internal and external conjunctions found have all the relations. The relations in internal and external conjunctions are namely additive relation, adversative relation, causal relation, and temporal relation. The speech of Oprah Winfrey was dominated by Causal relation. The second relation that dominated her speech was additive relation. Causal relation occurs 28 times with frequency as 41,17% out of 100% in her speech and came out as the most dominated relation. It means that she elaborated on each topic with supporting causes and effects. And pros and contras in each argument she offered. Additive relation as the second most dominant relation with 16 times frequency and 23,52% by means she often rephrases the highlighted sentence or conjunction to get the hearer's attention. Additive relation also highlighted the topics in the speech or in which Oprah Winfrey offered four topics that she gave in her speech. Both adversative and temporal relation occurs equally with 12 times frequencies and each 17,64% percentages out of 100%. Adversative relation mostly occurs in internal conjunction which to supports the contrary of Oprah Winfrey's arguments. While, temporal relations have meaning to support the time relation in her

speech such as "*first and foremost, then, lastly*".

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